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ABSTRACT

Guidelines are offered as a framework on which a kindergarten curriculum can be built. These guidelines include a list of desirable outcomes of an effective kindergarten program and instructional guidelines for learning activities in (1) art; (2) health, nutrition, and safety; (3) language arts; (4) music; (5) physical education; (6) science; and (7) social studies. The material provided in each subject matter area includes lists of basic and developmental skills, and abilities related to higher level objectives. (RH)

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KINDERGARTEN

Arkansas Public School Course Content Guide

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INTRODUCTION

The STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS, adopted by the Arkansas State Board of Education, required the development of these course content guides. The Standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides.

These guides are offered as a framework on which a curriculum can be built; they should not be considered the complete (only) curriculum of a school. After adopting the guides and after careful planning, the local staff should extend them by developing teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, a more complete curriculum guide can emerge.

Within each subject area and at each qrade level, skills have been identified at three instructional levels: basic, developmental and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide should exceed minimum levels of expectation. Developmental skills and extensions are also included.

Developmental skills are those skills beyond the basic level that should be introduced and taught, but not necessarily mastered by all learners. Often developmental skills at one grade level become basic skills at a later grade or in a more advanced course.

Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

The nature of some subject areas requires sequencing of skills. In those subject areas, skills are sequenced by grade level. Sequencing in some subject areas is left to the discretion of the school district and teachers.

The Student Assessment/Minimum Performance Testing Program coordinates with the statement of basic skills in the course content guides. The Minimum Performance Test measures mastery of basic skills. Promotion from the eighth grade will depend upon mastery of the basic skills listed in the five course content guides for reading, mathematics, langauge arts, science and social studies.

No curriculum should be considered static. Updating of the guides should be a continuous process. Responses from educators will help determine when revision is needed.

The Department and the State Board of Education recognize the outstanding work of those professional educators who have contributed to the development of these guides. Without their help, this work could not have been accomplished.

DESIRABLE OUTCOMES OF AN EFFECTIVE KINDERGARTEN PROGRAM

The Child:

1. Displays a happy attitude toward school.
2. Develops feelings of security at school.
3. Displays feeling of belonging.
4. Works and plays cooperatively.
5. Demonstrates courtesy and kindness.
6. Expresses ideas, thoughts and feelings in desirable ways.
7. Assumes responsibility for own actions.
8. Recognizes and attempts to solve own problems.
9. Assumes his share of group responsibility.
10. Uses time wisely.
11. Accepts the rights, ideas, feelings and interests of others.
12. Adjusts well to new situations and/or changes in routine.
13. Participates willingly in activities.
14. Follows directions with understanding and promptness.
15. Finishes tasks in a reasonable length of time.
16. Demonstrates attentiveness.
17. Takes pride in his accomplishments.
18. Develops creative and imaginative talents.
19. Respects authority.
20. Displays appropriate use and care of material and equipment.

Art

KINDERGARTEN

SELECTION AND USE OF MATERIALS AND TOOLS

Basic Skills

1. Selects materials and tools independently.
2. Identifies a variety of tools (paintbrushes, scissors, hole puncher, etc.).
3. Identifies a variety of tools and materials (paints, crayons, clay, chalk, paper and glue).
4. Uses a variety of tools and materials (scissors, brushes, paints, crayons, clay, chalk, paper and glue).
5. Uses different media and techniques for artistic endeavors.

Developmental Skills

1. Creates with self-selected materials and tools.
2. Selects and uses a combination of materials and tools in innovative ways.
3. Demonstrates correct care and handling of tools and materials.
4. Conserves materials.

FREEDOM OF EXPRESSION

Basic Skills

1. Shows that he/she feels free to express himself/herself using a variety of materials (paints, clay, sand, legos, yarn, blocks, woodworking and natural objects).
2. Creates lines and forms.

Developmental Skills

1. Integrates artistic expression with other areas of the curriculum (puppet making and illustrating a story).
2. Shows that he feels free to share out-of-school experiences using various art media.

APPRECIATION

Basic Skills

1. Demonstrates an awareness of different types of art (illustrations in books, pottery, weaving and sculpture).

Developmental Skills

1. Observes art produced by famous artists and others.
2. Surveys the art produced by craftsmen (weaving, quilts, pottery, woodworking and sculpture).

Extensions

1. Uses the acquired skills to produce a finished product.
2. Distinguishes works of famous artist and others.

Health, Nutrition and Safety KINDERGARTEN

Basic Skills

1. Lists orally common practices necessary for good health (cleanliness, proper food, dental hygiene, rest, sleep and exercise).
2. Demonstrates knowledge that germs are spread by coughing, sneezing and poor hygiene, etc.
3. Practices correct use of the water fountain and toilet.
4. Names the basic food groups.
5. Tells some safety rules (bus, classroom, traffic, emergency procedures and playground rules).

Developmental Skills

1. Recognizes changes in growth and weight.
2. Demonstrates appropriate health practices (washing hands, covering mouth or nose when sneezing or coughing).
3. Identifies foods which help the body to grow and develop.
4. Identifies different food sources (animals and plants).
5. Knows personal safety procedures (getting involved with strangers, using inappropriate or dangerous objects, poisons, etc.).

Extensions

1. Assesses health and safety practices in real and/or hypothetical situations.
2. Constructs new rules that enhance health and safety practices.
3. Plans and executes a well balanced menu.
4. Explains the source of a variety of foods.

Language Arts

KINDERGARTEN

Basic Skills

1. Recognizes simple shapes (square, circle, triangle and rectangle).
2. Matches objects by color, shape, texture and size.
3. Works puzzles.
4. Strings beads.
5. Cuts with appropriate scissors.
6. Manipulates small objects such as pegboards, blocks, cubes, etc.
7. Draws a person with five defined parts.
8. Uses paste and/or glue appropriately.
9. Identifies and names body parts.
10. Holds marking tools correctly.
11. Listens without interrupting.
12. Follows simple directions which gradually increase to two and three directions.
13. Identifies common sounds (dog barking and phone ringing, etc.).
14. Discriminates between loud-soft, near-far, high-low sounds.
15. Demonstrates left to right progression.
16. Recognizes sizes (big, little, tall, short, etc.).
17. Demonstrates knowledge of concepts of directions (front-back, first-last, top-bottom, etc.).
18. Recalls familiar nursery rhymes, poems, finger plays and songs.
19. Communicates needs, feelings and interests in the classroom.
20. Recognizes different emotions.

Developmental Skills

1. Matches upper and lower case letters.
2. Discriminates between rhyming and nonrhyming words.
3. Recalls simple details in a story read orally by another.
4. Imitates consonant sounds.
5. Tells a story from a picture.
6. Tells a story from sequence cards.
7. Retells a story giving three major events.

8. Traces designs using a variety of tools and materials.
9. Copies patterns and designs.
10. Arranges pictures in sequence of events.
11. Communicates thoughts and needs in complete sentences.
12. Participates in simple dramatization of stories and poems.
13. Understands the concept of opposites.
14. Ties shoes.
15. Writes first name correctly from left to right forming letters correctly.
16. Finishes incomplete design.
17. Follows models using lacing boards and laces.
18. Follows models using beads, cubes and parquetry.
19. Learns full name, parent's name, address, telephone number, birthday and bus number.
20. Differentiates between left and right.

Extensions

1. Provides logical ending to an incomplete story.
2. Creates an original story.
3. Demonstrates the ability to ask a question.
4. Identifies upper and lower case letters.
5. Recognizes beginning consonant sounds.
6. Explains and elaborates ideas without prompting.
7. Interprets and predicts story situations and story outcomes.
8. Dictates stories, poems, directions, etc.
9. Expresses ideas which indicate knowledge of time concepts.

Music

KINDERGARTEN

Basic Skills

None

Developmental Skills

1. Sings songs.
2. Listens to music of various forms (classical, folk, jazz, rock and others).
3. Explores and plays percussion instruments (woodblocks, bells, etc.).
4. Distinguishes between high and low pitches.
5. Imitates rhythmic patterns.
6. Describes tempo (speed) and volume.
7. Identifies differences in sounds of various instruments.
8. Identifies the families of instruments found in a band and orchestra.
9. Expresses sounds and rhythms.

Extensions

1. Integrates music with other forms of creative expression (movement, art, drama, etc.).
2. Creates rhythms.
3. Creates songs.
4. Identifies instruments into families of the orchestra and band.

Physical Education KINDERGARTEN

Basic Skills

1. Performs basic locomotive movements including: jumping, hopping, walking, running, skipping, leaping, sliding, galloping, climbing and crawling.
2. Performs basic nonlocomotive movements including: bending, stretching, pushing, pulling, raising, lowering, twisting, turning, shaking, bouncing and circling.
3. Walks forward, backward and sideways.
4. Imitates animal movements.
5. Rolls, catches and kicks a ball rolled to him/her.
6. Balances on one foot.
7. Walks on the balance beam forward, backward and sideways.
8. Plays simple group games including musical games.
9. Jumps a moving, but not turning, rope.
10. Performs a forward roll and a log roll on a mat.

Developmental Skills

1. Moves through an obstacle course using climbing, crawling, walking, running, jumping and other locomotive and nonlocomotive skills.
2. Bounces and catches a ball.
3. Uses a target with a ball or a beanbag.
4. Demonstrates partner activities using manipulatives (balls, bean bags and hoops).
5. Performs using a jump rope while the rope is being turned.
6. Performs backward roll on a mat.
7. Balances a bean bag on various parts of the body while walking.
8. Performs fundamental locomotive and nonlocomotive movements to rhythm.
9. Jumps rope alone.
10. Performs a rhythmic activity with a partner.

Extensions

1. Creates an activity using a combination of locomotive and nonlocomotive movements to rhythm.
2. Participates in simple team activities.
3. Develops routines using basic physical educatic materials/apparatus.

Science

KINDERGARTEN

Basic Skills

1. Identifies body parts.
2. Names the basic senses (seeing, hearing, tasting, smelling, feeling).
3. Identifies the body part used to sense a specific item (eyes to see a rainbow, nose to smell a rose, ears to hear a bell, etc.).
4. Recognizes differences between plants and animals.
5. Identifies some plants and some animals.
6. Identifies living and nonliving things.
7. Identifies weather characteristics (rainy, foggy, cold, etc.).
8. Identifies simple science equipment (magnet, magnifying glass, thermometer, prism, etc.).
9. Identifies the seasons of the year.

Developmental Skills

1. Describes functions of body parts.
2. Distinguishes different odors, textures, sounds and tastes.
3. Distinguishes differences using his eyes (colors, sizes, shapes and distances).
4. Names those elements necessary for life (air, water, sun and food).
5. Identifies animals according to catagories: mammals, birds, fish, reptiles, insects and spiders.
6. Identifies animals according to use, size and habitats.
7. Names and imitates the ways in which animals move about.
8. Tells ways in which plants change in relation to the seasons.
9. Names some parts of the solar system.
10. Knows that the sun gives the earth light and heat.
11. Knows the earth is composed of water and soil.
12. Relates characteristics of each season.
13. Identifies the weather thermometer.
14. Uses various tools to solve problems.
15. Names machines in the home that help with tasks.

Extensions

1. Investigates and evaluates equipment (magnets, eyeglasses, binoculars, microscopes, magnifying glasses and kaleidoscopes).
2. Constructs a collection of nonliving objects (rocks, shells, etc.).
3. Describes the changes that occur in forms of matter (water-ice-steam; rocks-sand; wood-sawdust).
4. Tells ways that man has explored our solar system.
5. Names clothes appropriate for different kinds of weather.
6. Investigates fans, pinwheels, airplanes and crepe paper streamers.
7. Constructs graphs (temperature changes, weight and height changes, etc.).
8. Constructs a simple machine using wheels and/or incline planes.

Social Studies

KINDERGARTEN

Basic Skills

1. Demonstrates self-care through dressing and toileting.
2. Practices responsibility for a task.
3. Identifies personal property.
4. Shows respect for rights and properties of others.

Developmental Skills

1. Practices self-control.
2. Uses time efficiently.
3. Uses materials wisely.
4. Practices verbal communication in lieu of physical aggression.using new vocabulary and information.
5. Displays self-confidence.
6. Demonstrates skills of learning and working independently and together.

SOCIAL DEVELOPMENT

Basic Skills

1. Knows the names of family members and their roles.
2. Knows where parents or guardians work.
3. Knows the names of classroom members.
4. Knows the names of school staff with whom the child is directly associated.

Developmental Skills

1. Demonstrates ability to locate necessary facts and needed objects to conduct activities.
2. Recognizes the American flag.
3. Identifies community helpers and the type of work they perform.
4. Classifies modes of transportation according to land, water and air.
5. Identifies maps and globes.

Extensions

1. Recognizes the Arkansas flag.
2. Discusses types of careers.
3. Discusses current events and relates this information to self and others.
4. Recalls information about national holidays.
5. Identifies historical figures of importance.
6. Knows the meaning of neighborhood, town (city), state, nation and world.
7. Identifies the state of Arkansas on a map of the USA.
8. Identifies the similarities and differences between American life and other cultures.
9. Shows awareness and respect for the environment.